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ABSTRACT

The plan for the evaluation of Janesville, Wisconsin, Public Schools Learning Disabilities Program is presented, along with 1980-1981 and 1981-1982 findings, and supplementary data and forms. The proposed evaluation model, which includes evaluation dimensions, evaluation procedures, and desired outcomes, is presented. The program is reviewed in terms of district-wide consistency for the following dimensions: referral procedures, education evaluations, identification standards, the individualized education program process, terminology, full-time equivalency (FTE), and materials. In addition, attention is directed to data gathering and statistical analysis of student achievement; student, teacher, and parent attitudes; and elements of the computer program used for the evaluation. Data are also presented regarding the following outcomes: normal growth rates; normative data for the Wide Range Achievement Test; class using FTE and per-pupil cost; and data by school on FTE, IQ, and test scores. Student rating forms are also included. (SEW)

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PROGRESS REPORT

June 1981

Special Education

Janesville Public Schools

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PROGRAM EVALUATION

LEARNING DISABILITIES

JANESVILLE PUBLIC SCHOOLS
Janesville, Wisconsin

1980 - 1981

Authored by:

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Acknowledgement

We wish to acknowledge CESA 15 for the sharing of the surveys for parents, regular education teachers, special education teachers and administrative staff that were developed by their agency under the direction of Jaunita Pawlisch, Director of Special Education. We also wish to express our thanks to Mrs. Mary Peterson who typed and proofed this report.

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INTRODUCTION

The Learning Disability program began in Janesville during the 1971-1972 school year under a Title VI grant. The program served 16 students with two fully certified instructors. The total cost of the first year of operation was $27,096 with 30% funded from Title VI and 70% from state handicapped aids.

Growth continued through the next ten years, although probably not as steadily in the staffing area as it should have. As a result, during the years from 1979 to 1981, we requested and received large increases in additional staff. The Board of Education is to be commended for their tremendous support for the Learning Disability program.

At present, we have 28 Learning Disability teachers serving approximately 365 students. The projected cost for the LD program during the 1980-81 school year is $606,956. The total picture of growth can be found in Table I on the following page.

It was this tremendous growth that prompted the undertaking of the program evaluation contained in the following document.

LEARNING DISABILITIES STUDENTS SERVED
400
350
300
250
200
150
100
50
16
28
31
47
70
148
207
295
364
400*
1969-1970
1970-1971
1971-1972
1972-1973
1973-1974
1974-1975
1975-1976
1976-1977
1977-1978
1978-1979
1979-1980
1980-1981
* Estimated

LEARNING DISABILITIES TEACHERS
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
2
2.5
2.5
3.5
6
9.5
10
10.5
19.7
27.7
1969-1970
1970-1971
1971-1972
1972-1973
1973-1974
1974-1975
1975-1976
1976-1977
1977-1978
1978-1979
1979-1980
1980-1981

I. BACKGROUND:

During the 1979-1980 school year, a Special Education Task Force was formed to address several concerns regarding the entire Special Education Department. The purpose of this task force was to:

1. Define existing problems clearly and express them in concise statements.
2. Perform a factual analysis of the information we already have and gather additional information if needed.
3. Look at solutions presented and generate others.
4. Evaluate the solutions presented and apply them in order to hopefully eliminate the problems.
5. Generate recommendations to the Superintendent's Advisory Council and the Board of Education for implementation during the 1980-1981 school year.

The recommendations were approved by the Board of Education on June 17, 1980. The basic impact of these recommendations was the addition of ten staff positions in the Learning Disabilities program. At this time, these recommendations were based on the number of students identified in the L.D. program and the maximum class size recommended by the Department of Public Instruction.

This great increase in staff triggered many reactions in and around the community. The Board of Education was asking questions as to the need and effectiveness of this fast-growing program. The taxpayers' alliance group did not question the need, but did raise questions regarding the effectiveness of the program. The fiscal board questioned the entire philosophy of mandated programs. Many of these questions surfaced a year ago from the school administration and some ground work was laid during the 1979-1980 school year.

We started looking at the Learning Disabilities program during this period. The academic levels of some classes were gathered along with some attitudinal surveys for parents, students and staff. Some of this information is available today and may be of some use.

II. REVIEW OF THE LITERATURE

An extensive ERIC search was conducted through the use of the computer services at the University of Wisconsin, Madison. Over 60 descripters were used individually and in combination to provide thousands of possible resources to probe for information on program evaluation in Learning Disabilities. Some three hundred articles were sorted out of the thousands to find pertinent information relating to the subject.

Upon review, only one article dealt with a subject similar to that which we are undertaking. This article "After the Resource Room - Then What?" by H. Richard Ito, deals with an efficacy study on L.D. students in terms of learning rates and service delivery models. The purpose of this study was not in harmony with our's but did provide us some basis which we could use to substantiate our data collection regarding academic achievement and rates of growth. A copy of the article is available upon request.

Our inquiry with the Department of Public Instruction had similar results. No other district in the state has undertaken the project of program evaluation in this expanding domain of L.D. Simply said, it hasn't been done.

With the challenge from the community and the direction of the school board and administration, we have accepted this challenge and will proceed.

III PROPOSED MODEL FOR THE EVALUATION OF THE L.D. PROGRAM

BASIC MODEL

Dimension	Procedure	Outcome
A. District-wide Consistency 1. Referral Process 2. Educational Evaluation Procedure 3. Identification Standards 4. M-Team/IEP Process 5. Terminology 6. Student and Teacher FTE. 7. Materials	Administrative Review	Fewer and more appropriate referrals. Better understanding of handicaps. Speedier referral process. More time for Learning Disabilities Teachers. Standardized information available. Reduce number of misplaced children. Category definitions. M-Team/IEP process coordination. Better communication/understanding. Consistancy for district-wide comparisions. Coordinated K-12 L.D. curriculum. In-city transfers facilitate.
B. Measurement of Attitudes Behavior and Achievement 1. Student Academic Achievement 2. Student behavior 3. Attitudes a. Parent b. Regular Education Teacher c. Administrative d. Community	Data Gathering	Improved academic achievement. Improved instruction. Improved methodology. Improved materials. Improved behavior management. Improved program acceptance. Measurement of achievement. Measurement of behavior. Measurement of attitudes. Measurement of program success.

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A. Administrative Review of the Existing L.D. Program 1980-81

With the additional staff on board as of August 25, 1980, we began to look at many of the concerns identified in the task force. Many of those concerns indicated the need for additional staff. The Board of Education approved that conclusion, and hired a program supervisor, a support teacher and eight additional teachers.

During the first weeks of the 1980-1981 school year the Special Education Administration dealt with the following procedures in terms of district wide consistency.

1. Referral procedures - Some schools in the district had a very high referral rate (6.5% - 12.0% of the individual school population) many of which seemed to be inappropriate referrals for a suspected EEN. New referral procedures were adopted to make these referrals more appropriate. Building staffings are being held and additional information is being collected to determine whether the child has a suspected exceptional educational need before a formal referral is made.. (See Form #4 - Appendix A)

2. Educational Evaluations. Teachers were spending between 196 and 238 hours per year for educational evaluations. Many discrepancies existed between staff members on format, tests, observations and the written recommendations. To date we have tightened up our procedures to include a standard format for all educational evaluations and have set minimum standards to be followed in terms of tests to be administered. (See Appendix B) Guidelines have been established to standardize classroom observations.

3. Identification Standards. Each school has used the guidelines from the Department of Public Instruction as a standard for identifying Learning Disabilities students. Some variance did occur when we staffed questionable students in terms of meeting the D.P.I. guidelines. The Special Education Administration developed a checklist for M-teams to follow in terms of identification standards for each child. (See Appendix C)

4. M-team/IEP process. The Special Education Administration is reviewing these procedures in light of the directive from D.P.I., on changing the Wisconsin statutes and guidelines to coincide with the Federal rules and regulations. This procedure will be standardized district-wide when the Department of Public Instruction institutes the new procedures.

5. Terminology. All special educators differ to some degree on terminology used. We have attempted to put together a Special Education dictionary that defines the terms we use for a common base.

6. Full Time Equivalency (FTE) During the 1979-1980 school year, the districts made the first attempt at figuring FTE's for all students placed in a special education program. This was done basically, to give the Department of Public Instruction information about the different programs so they could investigate an alternative funding formula (as directed by the Wisconsin Legislature). Little consistancy prevailed between districts which resulted in little or no comparative data statewide. Upon the direction of the Janesville Public School Special Education Administration, all FTE's district-wide are now computed on a consistent basis. The FTE's are reported monthly to the Special Education office and are consistent district-wide. In addition FTE's were computed for each teacher and a summary of each program was published. (See Appendix D).

7. Materials - Our present available resources are varied according to each building program. An inventory and evaluation of existing materials is in progress. The K-12 curriculum articulation will be dealt with by sub committees during the 1980-1981 school year. Some of the points the committees will be evaluating are; existing materials, sharing of materials, district-wide ordering of materials and equipment, budget allocations by building, and program and funding sources.

8. With the ground work laid, our goal is to design an evaluation model to address the following questions:

*Do students benefit from the L.D. program in terms of academic growth?

*Do students show positive behavioral change after placement in the program?

*Do parents support the programs?

*What type of attitude do 'regular' teachers express about the program?

*Are the needs and attitudes of the L.D. teachers reflected in the program?

*Is our delivery service model designed to meet the needs of all L.D. students?

*What type of attitudes regarding the program are expressed by building administrators?

*What type of attitudes are reflected by the community?

*Are the models for delivery of services matched to the expertise of the teacher?

B. Data Gathering and Statistical Analysis of Existing Services

In order to best evaluate the entire L.D. program from a district perspective we feel it necessary to gather data on achievement and attitudes from the students, teachers, parents, and administrators involved with the existing L.D. program.

L.D. students, by nature, have a variety of problems. They definitely suffer from academic failure. They may also have problems in the areas of information, processing, and attitudes about themselves and school concept. The attitudinal problems are often caused by academic failures and may be exhibited by inappropriate behavior. Being aware that our Learning Disabilities teacher's diagnostic testing time and paper work is already over-burdening, we, as administrators, have to take into account the extra time and effort we impose in our measurement devices for program evaluation.

We propose to gather student academic achievement information through the use of the Wide Range Achievement Test. This test has been used in the past, to a large extent, at the original M-Teams, and scores would therefore be available to measure past growth. The test is quick and easy to give and has been chosen as part of the test battery given to those children involved in three year re-evaluation. It gives us a reasonably reliable measure of Reading Recognition, Math and Spelling ability. For this initial evaluation we will be using the WRAT, yet due to the inherent weaknesses of this test, we will be looking for a more discriminating tool in the future.

Student behavioral changes could be measured through a Behavioral Rating Scale given anytime, but especially at the time of the initial referral and three year re-evaluation. If completed by the parent and 'regular' education techer, a reasonably valid measure of student behavior would be available.

The student is also probably suffering from a lowered self concept primarily due to his or her history of academic failure. This would also be considered part of a complete picture of program worth. There are a number of self concept scales available for use. These also could be given at the time of the initial referral evaluation and/or any subsequent three year re-evaluation.

The parents have a definite place in the evaluation process for it is their children whom we serve. We have already proposed to get their input as to behavioral changes of their children, but there is a broader perspective they can give us - their attitude toward special education in general. They are the consumers of our services and should have a general impression of our program from being involved in the M-Team/ I.E.P. process and from dealing with the special education teachers or administrators. An attitudinal survey toward special education would be an appropriate method of getting this feedback from the parents. It would also be incorporated into the referral and re-evaluation process.

'Regular' teachers and administrators also need to be surveyed as to their attitudes toward special education. They deal with some aspect of special education almost daily and have naturally formulated definite opinions of the value of our services.

Gathering information from the above sources will tell us something about where we stand at the present time, but we need to see the effects over a period of time. Do our L.D. students do better now with our services than they did before? Do the parents feel better now about special education than they did before placement of their child? Has there been any change in the attitudes of 'regular' education teachers or administrators toward special education.

Some of these changes - especially student academic growth - can be measured because we have data from years past. The other areas can be measured presently but will need to be monitored in the years to come to see if the growth or changes are occurring.

We could test and survey all students, parents, teachers and administrators at one time but that would cost money and inconvenience the entire special education staff. We propose to start the data collection this year and continue to do so as procedural policy at all initial referral evaluations and three year re-evaluations in the future. The data could then be reviewed on an annual basis with little additional confusion, effort or cost.

Now that we have all the data, what are we going to do with it? What is it going to tell us? How is it going to work?

With the existing computer technology inexpensively available to almost anyone, we propose to get the following information from the data available for review.

The mean (average) growth rate, standard deviation from the mean (how much that average growth rate varies), and Chi square (how much that average growth rate is different from what we would expect it to be), for the period before placement in L.D. and at the three year re-evaluation point. We propose to measure the preceeding information for the child's Reading, Math and Spelling. This will begin with the first year and include these academic areas. The following years will measure the growth in attitudes and behavior. We would like to get these measures for the district as a whole as well as for each building. We would also like to get the information as it relates to student FTE, Teacher FTE, student age of identification, student years in L.D., teacher years in L.D., age of the child, I.Q. of the child, teacher methodology, grade of the student and re-test date.

All of this will hopefully tell us:

1. The mean growth rate of the student's Reading, Math and Spelling before and after placement in the program. Is the student making more progress now than before?
2. Is one building doing better than the others? If so which of the following might be valid reasons?
   A. Do students with high FTE's do better than students with low FTE's?
   B. Do teachers with low FTE's have students with higher growth rates than teachers with high FTE's?
   C. Do students identified at earlier ages have better growth rates than students identified later?
   D. Do L.D. students learn faster at specific ages or grades?
   E. Do students learn faster if their teacher has more experience teaching L.D. and/or regular education or from teachers fresh out of college preparation?
   F. Is the whole growth rate related to I.Q.?
   G. Do students learn faster under certain teaching methods and/or materials than others?
3. What are the important variables for the students who get out of the program in less than three years?

Following is a summary of the dimensions, procedures and outcomes of the proposed LD evaluation. This summary will be coordinated with the time line found on page 11.

Procedural Summary

Dimension	Procedure	Outcome
A. Referral Process	1. D.P.T. Meetings 2. L.D. Guidelines 3. Behavior Checklist #4 4. All thru Special Ed. office	Fewer and more appropriate referrals. Better understanding of handicaps. Speedier referral process. More time for L.D. teachers.
B. Educational Evaluation Procedure	1. Evaluation form 2. Diagnostic/Support Teacher 3. Periodical evaluations 4. L.D. guidelines. 5. Testing inservices.	Standardized information available for record keeping. Covers all areas required by 94-142 rules and regulations.
C. Identification Standards	1. L.D. guidelines 2. Inservices 3. Terminology 4. Testing inservices	Reduce the number of misplaced children. Definition of categories so we are all talking about the same types of children.
D. M-Team/IEP Process	1. Review of forms 2. Review of new federal/state regulations.	Coordination of the M-Team/IEP process.
E. Terminology	1. Special Education dictionary 2. L.D. guidelines	So we all understand what we are talking about. Promotes better communication/understanding.
F. FTE Student/FTE Teacher	1. Aide formula based on teacher FTE. 2. FTE study-per pupil costs. 3. FTE's standardized definition. 4. FTE's computed for all teachers and students in Spec. Ed.	Consistency in district-wide comparisions.
G. Materials	1. District-wide ordering. 2. Inservices	Consistency, coordination of K-12 program. Facilitate transfers within the city.
H. Measurement of Attitudes, Behavior & Achievement		
A. Student Academic Achievement	WRAT, Pre/Post	Improve academic achievement. Improve instruction. Improved methods. Improve materials. Measure achievement.
B. Student behavior	Behavior rating scales by regular teachers and by parents Pre/Post	Improve instruction. Improve methods. Improve behavior management. measure behavior changes.
C. Student Attitudes	Attitude scale Pre/Post	Measure attitude changes.
D. Parent Attitudes, regular education teachers attitudes administrative attitudes, community attitudes.	Attitude scale Pre/Post	Measure changes. Measure acceptance of program. Measure success of program.

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The financial aspects of our proposal revolve around this data gathering, rostering, and computerization. We need to search the literature completely to learn the best ways of surveying attitudes of parents, teachers, and administrators, and of measuring student behavioral, academic, and self concept gains. We need consultation time to be able to set it up for the computer. We need key punching and computer time to run the whole program and probably some consultant time to help us analyze the results. An instimate of these financial needs follows:

ERIC Searches	$ 100.00
Protocols	$ 300.00
Consultant Time	$2000.00
Key Punching	$ 500.00
Computer Time	$ 500.00
TOTAL	$3400.00

Of what benefit would this be to other districts? If it works, we will have developed an effective and efficient model for districts to use when evaluating their L.D. programs. By researching the literature we hope to find the least costly and time consuming, yet most effective methods of measuring student gains. By setting up that information with the rest of the information into a computerized format, we should be able to offer a system for other districts to follow with very little effort and expense. By using the proposed evaluation procedures and by following the initial referral/three year re-evaluation time lines, we would hope to have established an easily adaptable system for an on-going evaluation of our Learning Disabilities Program.

In these years of increasing demand for accountability, we feel that the above information would be exceedingly useful for ourselves in other disciplines, as well as other school districts and the Department of Public Instruction. We would be able to show student gains as well as parent, 'regular' teacher and administrative attitudinal changes. We would also be able to pinpoint areas of exceptional growth, excellence, or deficiency in order to target our efforts to improve our services. Lastly, it would give us ammunition with which to silence our critics or build our case as a viable and effective service to our school community.

TENTATIVE TIME LINE

Finding Method to Evaluate	1980-1981
Student Achievement	1980-1981
Student Attitude	1980-1981
Student Behavior	1980-1981
Parent Attitude	1980-1981
Regular Teacher Attitude	1980-1981
Administrative Attitude	1980-1981
Community Attitude	1980-1981
Structuring above data for computerization.	1980-1981
Conduct Pilot Programs	1980-1981 1981-1982
Collect Baseline Data on:	
Achievement on all Three yr. re-evaluations.	
Collect Achievement Data on original placements.	1980-1981
Parent Attitude.	
Student Attitude.	
Administrative Attitude.	
Pre-Test for Achievement: Math, Reading Recognition and Spelling	
Progress Report to Board of Education	June, 1981
Data Gathering:	1981-1983
Pre and Post Evaluations	
Achievement.	
Student Achievement.	
Student Behavior.	
Student Attitude.	
Parent Attitude.	
Evaluation of Methodology and Data Written Recommendations	1982-1983
Implementation of Recommendations Pending Board Approval. (2 year plan)	1981-1982 1982-1983

IV. PILOT

Preceding the district wide evaluation we conducted a pilot study in January to prepare the computer program and test our data gathering skills. Twenty nine students were included. These students were chosen because they had already gone through the three year re-evaluation process and all the necessary data was available.

The computer program was written and key punched with consultation assistance given by the Madison Academic Computer Center. After we received the first print out, we summarized the data and met with the Department of Public Instruction. Three representatives reviewed our data: an LD Supervisor; an Educational Planning, Evaluation and Research Specialist and an Evaluation Specialist in the area of standardized testing. Suggestions were made and enthusiasm shown by the Department in terms of our evaluation design. We were encouraged to proceed.

V. DEFINITION OF TERMS

Years in School	=	The total number of years the student has been in school, including kindergarten, prior to the M-Team evaluation for placement in the LD program.
Years Since M-Team	=	The total number of years the student has been placed in the LD program.
Score at M-Team	=	Three scores are used; grade level, standard score, and percentile. These scores are based on academic achievement in reading, spelling, and math as measured by the Wide Range Achievement Test (WRAT). The standard score will be used in comparing the data.
Standard Score	=	Is comparable to the IQ and is a more accurate score than the grade level or percentile. Growth is shown by the maintenance or increase of the standard score.
Growth Rate	=	Is established for before and after placement in the LD program. The growth rate prior to placement is the academic achievement in reading. spelling, and math as measured on the WRAT, divided by the years in school. The growth rate after placement is the academic achievement in reading, spelling, and math as measured on the WRAT, divided by the years the student has been in the LD program. We have then established two growth rates; prior to placement, and after placement.
Difference	=	Post-test score minus a pre-test score. Differences are figured and reported on the tables for standard scores, percentiles, grade levels, and the rate of growth.

Mean	=	An averaged score. District-wide means for FTE, IQ, growth rates, and achievements are reported and do reflect a district-wide average.
IQ	=	Measured Intelligence Quotient as reported on the Wechsler Intelligence Scale for Children-Revised (WISC-R). Three scores are reported: V=Verbal IQ; P=Performance IQ; FS=Full Scale IQ.
FTE	=	Full-time equivalency of student placed in the LD program. This number reflects the percentage of time a student is involved in the LD program daily.

VI. SUMMARY OF PROCEDURES

For the January pilot investigation and during the past few months, we have reviewed the records of all LD students and recorded the data from the original M-Team.

In April, as part of our K-12 standardized testing program, we had our LD teachers give the Wide Range Achievement Test to all LD students. As a result of that data, we recorded a second set of information for all LD students.

Both of these sets of data were then transcribed onto a grid and key punched onto computer cards. Various computer command and control cards were also created and the program was run through the University of Wisconsin - Madison computer. Several computations were made and the computer was asked to sort the information by various means. A summary of the data collection process follows.

Data Collection

Learning Disability Program Evaluation

Input Data

Student Code number
Building number
FTE
Performance I.Q.
Verbal I.Q.
Full Scale I.Q.
Age
Years in School
Years since Original M-Team

Grade level, standard score and percentiles for reading, spelling and math both at placement and at re-evaluation.

Computations for reading, spelling and math:

Grade level growth.
(Grade level score at re-evaluation minus grade level score at placement)

Growth rate in achievement prior to placement.
(Grade level score at placement divided by years in school.)

Growth rate in achievement after placement.
(Grade level score at re-evaluation divided by years in program.)

Difference between the grade level growth rates.
(Growth rate after placement minus growth rate prior to placement.)

Standard score growth.
(Standard score at re-evaluation minus standard score at placement.)

Percentile growth
(Percentile at re-evaluation minus percentile at placement.)

All of the above can be sorted by:

Building

FTE

Age at Referral

I.Q. (PIQ, VIQ, FSIQ)

Age at Re-evaluation

Years since initial M-team

Using the resulting computer print outs, the data was organized into tables, analyzed and synthesized.

While this testing and computerizing was taking place, all students were also given the Piers-Harris Test of Self Concept to see what effects either the LD programming or labeling were having on the student's self concept. That information has not yet been received from the publisher's computer analysis company.

We also had each student bring a questionnaire home to be filled out by the parent. That parent questionnaire was designed, with the help of CESA 15, to give us parent feedback as to their evaluation of the LD program. We are still in the process of getting enough of those returned per building to offer a valid appraisal of our efforts.

VII. DISCUSSION OF FINDINGS

A. What Is "Normal" Growth Rate

This is a rhetorical question which will always remain unanswered. In an attempt to relate expected normal growth to expected growth in our LD population, we surveyed the data collected from the school-wide standardized testing program, Scholastic Testing Service (STS). The data listed below leads us to the simple assumption that the regular students in Janesville score above the national average and their academic growth in reading and math approximates one year in one year.

Reading

Grade	Percentiles 1977-78	1978-79	1979-80	Average	Grade Equivalent	
2.7	73	69	73	71.6	3.3	
						1.2
3.7	76	79	79	78.0	4.5	
						.9
4.7	84	69	73	75.3	5.4	
						1.0
5.7	73	76	79	77.0	6.4	
						.9
6.7	73	69	73	71.6	7.3	
8.1	66	69	69	68.0	8.6	
10.1	62	62	62	62.0	10.4	

Math

Grade	Percentiles 1977-78	1978-79	1979-80	Average	Grade Equivalent	
2.7	70	62	66	66.0	3.1	
						1.2
3.7	73	73	73	73.0	4.3	
						1.0
4.7	79	73	69	73.6	5.3	
						1.1
5.7	76	79	76	77.0	6.4	
						.9
6.7	73	73	73	73.0	7.3	
8.1	66	68	66	66.6	8.5	
10.1	62	60	62	61.3	10.4	

Wide Range Achievement Test - Normative Data

On this particular test and for a given age, approximately half of all students will function above the following grade levels and half of the students will function below the grade level listed.

Age	Reading	Spelling	Math
6-0	1.2	1.1	1.1
7-0	2.4	2.4	2.3
8-0	3.3	3.3	3.2
9-0	4.3	4.3	3.9
10-0	5.1	5.2	4.6
11-0	6.0	6.0	5.6
12-0	6.8	6.8	6.8
13-0	7.3	7.3	7.6
14-0	7.8	8.1	8.1
16-0	8.3	8.5	8.3
18-0	8.4	8.7	8.1
20-0	8.9	8.9	7.9

It should be noted that for the normative population of this test, prior to age 12, the students gain approximately one grade level per year and that after age 16, grade level growth appears to plateau.

B. Reading

The growth rate for the students in the LD program was computed by dividing the growth in achievement in reading by the number of years enrolled in the program. The growth rate prior to placement was figured on the same basis using the achievement before placement and the number of years in school. The discussion of findings will be limited to the comparison of standard scores to avoid confusion and to be more statistically sound. Percentile and grade level growth are also reported in the tables found in the appendices.

Standard score growth for the students placed in reading was 7.4 points which is a 9.4% growth. For students not placed, the standard score growth is 4.9 points or a 5.6% increase. The students placed in the LD program begin with an average standard score ten points less than those not placed. This can be interpreted to mean that the students placed have a more severe reading problem but show more growth than those LD students not receiving specialized help in reading. (Table 1).

The district average IQ for students in the LD program is 94.4 with a range from 68 to 135. In Reading, the students do reasonably well in all IQ ranges. There is no pattern to their success as it fluctuates from highs to lows indiscriminately. The standard score growth varies from a low of 4.7 growth points in the 0 - 80 IQ range and a high of 9.9 growth points in the 111 - 120 IQ range. (Tables 4 & 5).

Fifty six students or 20% of the LD population have an FTE of .0 to .3. Forty seven of these students are placed for reading and have a standard score growth of 5.9. The nine students not placed have a standard score growth of 5.3. One hundred sixty two of the students or 42% have an FTE of .4 to .6. One hundred seven of these students are placed for reading and have a standard score growth of 8.4. The nine students not placed for reading have a standard score growth of 4.5. One hundred seven students or 38% have an FTE of .7 to 1.0. One hundred one of these students are placed for reading and have a standard score growth of 6.9 which is identical to those not placed. The students placed in the LD program for reading with an FTE of .4 to .6 show the most growth. In all FTE categories, those students placed in reading do equal or better than those students not placed. (Table 6 & 7).

In terms of age at placement for reading, all of the students seem to do better as far as growth is concerned if they were identified before age nine. Growth is still present between ages nine and fifteen but to a lesser degree than those identified earlier. The growth again increases during the high school years. (Table 8).

When we look at the number of years students have been involved in the program, in all cases, the most growth has taken place in those students having been in the program the longest. In all cases it should be noted that although the most growth has taken place in those students with the longer enrollment in the program, they still have standard scores lower than the beginning standard scores of those students recently identified. This points up the fact that through the years we have picked up the most severe students. As the average beginning standard score is at least one standard deviation below the mean, we are still picking up those students deemed severe. That initial standard score probably also backs up our contention that the LD population has peaked. (Table 9).

In comparing the district data in terms of standard scores, 79.6% of the students placed had a higher standard score at the re-evaluation. The mean was 7.4.

As an example of growth rate in terms of grade level growth, the growth rate computed for students prior to placement was .59. Based on the district average and number of years in school, the average student would have approximately eight years of school remaining. If these students were to maintain the .59 growth rate in reading, they would gain 4.5 years growth on their reading level upon graduation from high school.

The growth rate for students after placement in the LD program was .88. Again, based on the district data and number of years in school remaining, these students would gain approximately 6.8 years on their reading level. This is more than a 50% gain over those students not placed.

Of the students placed in the LD program for reading (255), the actual gain in their reading level was 2.0 years growth after placement in the program for 2.7 years. If the students maintained the growth rate established prior to program placement (.59), we would have expected a 1.6 years growth in their reading achievement. In essence, the students gained almost one-half of a year more than we would have expected them to.

C. Spelling

Standard score growth for those students placed in Spelling was 2.4 points for a 3.1% growth. For those students not placed the growth is 1.7 or a 2.1% increase. The students placed in an LD program begin with a standard score of three points less than those not placed. This is probably not significant. (Table 2).

In spelling the standard score growth shows that students at both ends of the IQ range do best, while those in the low middle show the least growth. The standard score growth varies from a low of -1.1 in the 101 - 110 IQ range and a high of 9.6 growth points in the 121 and above IQ range. (Table 5).

Forty three of the fifty six LD students with an FTE of .0 to .3 have a standard score growth of -.65. The thirteen students not placed have a standard score growth of 7.9. Ninety four students placed for spelling have an FTE of .4 to .6 and show a standard score growth of 3.1. The twenty two students not placed have an average standard score growth of 2.7. Eighty four students placed for Spelling have an FTE of .7 to 1.0 and have an average standard score growth of 3.2. The twenty three students not placed have an average standard score growth of 1.8. Except for those fifty six students having an FTE of .0 to .3, students placed for spelling have a higher growth than those not placed. (Table 7).

In terms of age at placement for spelling, the growth is lower when compared with the reading scores. There seems to be a slight advantage to early identification. (Table 8).

As far as years in the program is concerned, the spelling growth is again less than the reading growth. Except for those in the program for between five and six years, there seems to be no relationship between years in program and standard score growth. (Table 9).

D. Math

Standard score growth for those students placed in math was 2.3 points. This is a 2.9% growth. For students not placed, the standard score growth is -.5 points or a decrease of almost 1%. The LD students placed begin with a standard score almost ten points lower than those not placed and show a greater growth. This can be interpreted to mean that the students placed have a more severe math problem but show more growth than those not receiving LD assistance in math. (Table 3).

Again as we saw in the discussion of spelling as it relates to IQ, those students on both ends of the IQ range do better than those closer to the middle. The standard score growth varies from a low of -1.8 in the 101 - 110 IQ range to a high of 4.4 in the 0 - 80 IQ range. (Table 5).

Forty one of the fifty six students with an FTE of .0 to .3 have an average standard score growth in math of 4.7. Those fifteen students who were not placed have an average standard score loss of 12.9. Of the one hundred sixteen LD students with an FTE of .4 to .6 the seventy seven placed for math have an average standard score growth of 2.75. Those thirty nine not placed have an average standard score growth of only .82. The standard score growth of the students with an FTE of .7 to 1.0 is identical whether they are placed or not placed. In all cases the students placed do equal or better than those students not placed and for those students with an FTE less than .7 the difference, especially over time, is significant. (Table 7).

In terms of age at placement there is no consistant pattern reflected. Early identification does seem to be more beneficial and there seems to be a significant fluctuation at the junior high level. (Table 8).

As far as years in the program is concerned, again as we saw in the spelling discussion there is no significant difference in the standard score growth except for those in the program between five and six years. (Table 9).

VIII. SUMMARY OF FINDINGS

Reading:

- Standard score growth is better for those placed than for those not placed.
- There seems to be no significant relationship between growth and IQ.
- Those students with an FTE of .4 - .6 show more average growth than do those students in the other FTE categories.
- Those students identified prior to age nine have higher standard score growth than those students identified after age nine.
- Generally, the longer a student is in the program, the better the standard score growth.

Spelling:

- Standard score growth is better for those placed than for those not placed.
- Standard score growth is less than the growth shown in reading.
- There seems to be no significant relationship between IQ and spelling growth.
- The students with FTE's greater than .4 and placed for spelling generally do better than those with similar FTE's and not placed for spelling.
- Those identified prior to age nine may show slightly higher growth than those identified after age nine.
- There seems to be no significant relationship between length in the program and increased standard score growth.

Math:

- Standard scored growth is better for those students placed for math than it is for those students not placed for math.
- Standard score growth is less than the gorwth shown in reading.
- There seems to be no significant relationship between standard score growth and IQ.
- Students with an FTE of less than .7 and placed for math do significantly better than those students not placed for math.
- Those students identified prior to age nine seem to do better than those students identified after age nine.
- There seems to be no significant relationship between years in the program and standard score growth.

General:

In reading, spelling and math, the standard score growth shows the least gain for those students between the ages of thirteen and fifteen. There seems to be no relationship between this "slump" and either IQ, years in the program, or age at placement. It may somehow be related to FTE, but at this time we do not have enough data to either prove or disprove that relationship.

IX. RECOMMENDATIONS FOR FOLLOW UP:

A. Refine data to look at individual programs by building.
Purpose: To identify exemplary programs to use as models for increasing academic growth.

B. Continue to evaluate the spelling and math programs district wide.
Purpose: The spelling and math programs showed less growth than reading and therefore should be an area of concentration.

C. Increase emphasis on improving junior high programming.
Purpose: The junior high grade levels showed the least growth and would seem to be the level most in need of improvement.

D. Continue to monitor the identification standards of students being considered for LD placement.
Purpose: To continue to work toward district wide consistancy.

E. Report data collected on the parent survey and the "Piers-Harris Self Concept" survey.
Purpose: Data has been collected and needs to be integrated into this study as originally proposed.

F. Survey regular and special education teachers and administrators.
Purpose: Collect data and integrate into the study.

G. Continue other procedures outlined in the Proposed Model for Evaluation of the LD program. (Page 3).
Purpose: Collect data and integrate into the study.

EXCEPTIONAL EDUCATIONAL NEEDS

SPECIAL EDUCATION DEPARTMENT

A

Request for Information: PLEASE ATTACH TO REFERRAL FORM

NAME OF STUDENT: _____ SCHOOL: _____

I. Interventions: List any special program or support services this student has had.

___ Title I
___ Pre-Kindergarten
___ Individual Aide
___ Speech and Language
___ Counseling
___ Special Education
___ Individualized Program
___ Individual Adjustments in Classroom
___ Change of Classroom Teacher
___ Other: _____

II. Observed Behaviors: Estimate how well this student is doing in comparison to other students at his/her grade placement level. Put NA for any information that is not applicable to this referral.

	Very Low	Low	Aver.	High	Very High	Comments:
1. ACADEMIC AREAS						
Reading						
Math						
Language Arts						
Spelling						
Penmanship						
Motor						
2. BEHAVIORAL/SOCIAL						
Self concept						
Peer relations						
Respect for authority						
Agressiveness						
Attention Span						
Sociability						
Degree of maturity						
Seeks attention						
Personal care/Hygiene						
Ability to cope with change						
Exhibits nervousness and worry						
Exhibits school stress and fears						
Acts appropriately						
Ability to handle a full day						
3. LANGUAGE SKILLS						
Listens/attends						
Follows directions						
Knows word meanings						
Understands others						
Expresses self/orally						
Expresses self/written						
4. GENERAL THINKING						
Memory						
Thinking/reasoning						
General comprehension						
General information						
Applies concepts						

5. WORK HABITS	Very Low	Low	Aver.	High	Very High	Comments:
Neatness/organization						
Applies self/tries						
Finishes assignments						
Completes on time						
Finds/keeps place						
Self correction skills						
Degree of independence						
Punctuality						

6. PRIMARY DEVELOPMENT (for use between ages 3 to 6 years)						
Social maturity						
Speech/Language						
Cognitive thinking						
Fine motor						
Gross motor						
Self help						

III. ATTENDANCE RECORD: Indicate the number of days absent by year.

_____ Pre-Kindergarten	_____ Fourth	_____ Ninth
_____ Kindergarten	_____ Fifth	_____ Tenth
_____ First	_____ Sixth	_____ Eleventh
_____ Second	_____ Seventh	_____ Twelfth
_____ Third	_____ Eighth	

IV. HOW MANY SCHOOL CHANGES? Indicate the number. _____

V. IF CONCERNED WITH STUDENTS SPEECH AND LANGUAGE, CHECK AREA(S) OF CONCERN:

____ Articulation	____ Language Development
____ Auditory Skills	____ Other: _____
____ Voice	_____

VI. OTHER COMMENTS

This form completed by _____

Title _____

Date _____

7/30/75, Rev. 9/8/78, 5/80

EDUCATIONAL EVALUATION

Name _____ Grade (in tenths) _____ C.A. _____
Teacher _____ Years in school _____ DOB _____
Examiner _____ School _____ Date _____

TEST RESULTS

CLASSROOM INSTRUCTIONAL LEVEL		WRAT	grade	%ile
Reading	_____	Reading	_____	_____
Spelling	_____	Spelling	_____	_____
Math	_____	Math	_____	_____

Comments:

KEY MATH Total grade score _____ (grade levels)

Numeration	_____	Mental computation	_____
Fractions	_____	Numerical reasoning	_____
Geometry	_____	Word problems	_____
Addition	_____	Missing elements	_____
Subtraction	_____	Money	_____
Multiplication	_____	Measurement	_____
Division	_____	Time	_____

Comments:

LARSON-HAMMILL TEST OF WRITTEN SPELLING

	spelling age	grade age	Comments:
Predictable words	_____	_____	
Unpredictable words	_____	_____	
Total spelling	_____	_____	

PIAT	grade	%ile	Comments:
Math	_____	_____	
Reading recognition	_____	_____	
Reading comprehension	_____	_____	
Spelling	_____	_____	
General Info.	_____	_____	
Total Test	_____	_____	

WOODCOCK READING TEST

	Easy Reading	Instructional	Frustration	Percentile Rank
Letter ID	_____	_____	_____	_____
Word ID	_____	_____	_____	_____
Word attack	_____	_____	_____	_____
Word meaning	_____	_____	_____	_____
Passage meaning	_____	_____	_____	_____
Total reading	_____	_____	_____	_____

Comment:

BERRY VISUAL MOTOR INTEGRATION Age Level _____
MANN-SUITER SPELLING GRADE _____
MANN-SUITER READING GRADE _____
SPACHE READING SCALES (Grade levels)
Word recognition _____
Oral reading _____
Silent reading _____
Listening _____
Phonic skills notes:

DURRELL READING
Oral _____
Silent _____
Listening _____

Comments:

PPVT RECEPTIVE LANGUAGE
Intelligence Quotient _____ Percentile _____
Comments:

Test of written language:

Writing sample notes:

Informal & other test notes:

FOLLOWING THE ABOVE INFORMATION SHOULD BE:

1. A review of the child's records to see what pattern, problems, and/or successes are in the history of this child.
2. Notes of the observation done of the child by the psychologist or Sp. Ed. teacher to note any interferring behaviors, social skills, frustration, or suggestions for the classroom teachers.
3. A summary of information gleaned from your consultations with the classroom teacher (s).
4. Comments on the effects, if any, of the environmental, cultural or economic disadvantage on the child's achievement.
5. A discussion of the test results.
6. A discussion of all information gathered.
7. A 1 paragraph summary of the above.
8. Recommendations:
   a. Does the child seem to fit the L.D. Criteria?
   b. What other services might be appropriate?
   c. What recommendations/suggestions can you make for the L.D. Teacher to help this child.
   d. What recommendations/suggestions can you make for the Regular Teacher to help this child.
   e. What recommendations/suggestion can you make for the Parents to help this child.
9. Your signature.

School District of Janesville

527 South Franklin Street
Janesville, Wisconsin 53545
(608) 752-7413

TO: ALL L.D. TEACHERS, PSYCHOLOGIST, SOCIAL WORKERS & PRINCIPALS

FROM: TOM BALLIET

DATE: SEPTEMBER, 30, 1980

RE: L.D. GUIDELINES

The following is not a strict listing of L.D. placement criteria. The state DPI is in the process of modifying its definitions, rules and regulations related to L.D. The state of the art in L.D. is still in the development stage. This paper is offered merely as a guideline to help you determine the potential for L.D. placement of individual children and can probably best be used on a pre-referral basis. As always, the M-Team makes a final recommendation in each individual case based on the information available, and their best judgement.

The underlined answers are those most closely identified, by law, as indicators of Learning Disabilities. Probably all of the correct answers should be able to be checked appropriately.

Yes No

___ 1. Does the child have severe problems with listening, thinking, speaking, reading, written language, spelling, or math? Some consideration can be given receptive language, expressive language and/or fine motor skills, but these, in themselves, do not qualify for L.D.

___ 2. Does the child have a normal IQ? (Full scale greater than 85 and either verbal or performance greater than 90).

___ 3. Is the child functioning severely below his/her expected achievememt? One of many ways to determine "severe" is to use the following:
- Kingergarten & 1st grade --- 1 or more years behind.
- 2nd grade and up --- IQ/100 x years in school (include Kdg) x 50%. (the Myklebust formula could also be used).
- at - grade - level functioning with high IQ doesn't qualify.
- "Borderline" kids are always judgement calls by the M-Team, but then, so are all M-Team decisions.

___ 4. Is there a documentable & significant variability <u>within</u> the child in terms of academic or non-academic achievement?

Education is our investment in the future.

Yes	No	
		5. Is the learning problem primarily due to one or more of the following:
	_	economic disadvantage
	_	neglect
	_	delinquency
	_	social maladjustment
	_	linguistic isolation
	_	cultural disadvantage
	_	extended absence
	_	vision defect
	_	hearing defect
	_	motor handicaps
	_	emotional problems
	_	mental retardation
	_	environmental disadvantages
	_	inadequate instruction
	_	inadequate curriculum
	_	lack of motivation unrelated to learning proble
	_	inadequate instructional strategies

EXCEPTIONAL EDUCATIONAL NEEDS

JANESVILLE PUBLIC SCHOOLS

Total FTE's generated in individual schools.

School	FTE's	Programs
Adams	31.22	LD, EC-EEN, Speech
Happy Hollow	4.1	LD
Harrison	13.8	LD, EMR, Speech
Hill Crest	1.0	LD
Jackson	34.11	LD, EMR, Speech
Jefferson	16.25	LD, ED, Speech
Lincoln	37.20	LD, EMR, M-H, Speech
Madison	16.10	LD, EMR, Speech
Monroe	6.7	LD, Speech
Rock	5.2	LD, Speech
Roosevelt	22.52	LD, EMR, ED, Speech
Van Buren	9.7	LD, Speech
Washington	26.14	LD, EMR, ED, Speech
Wilson	19.16	LD, EMR, Speech
Edison	39.80	LD, EMR, ED, Speech
Franklin	35.70	LD, EMR, ED, Speech
Marshall	21.70	LD, EMR, ED, Speech
Craig	36.22	LD, EMR, ED, Speech
Parker	66.30	LD, EMR, ED, Speech

TOTALS:	FTE'S	STUDENTS SERVED	AVERAGE DISTRICT FTE
	442.92	939	.471 with Speech and Language
	413.30	658	.628 without Speech and Language

SUMMARY BY EEN PROGRAM

PROGRAM	AVERAGE FTE
Multi-Handicapped	1.00
Early Childhood - EEN	.95
Educable Mentally Retarded	.75
Emotionally Disturbed	.60
Learning Disabilities	.58
Speech and Language	.09

JANESVILLE PUBLIC SCHOOLS

SUMMARY OF EEN STUDENTS

EEN AREA	Percentage of Total School Population (11,098)
Educable Mentally Retarded (EMR)	1.78%
Emotionally Disturbed (ED)	.78%
Learning Disabilities (LD)	3.00%
Speech and Language	2.50%

TOTAL = 8% of Total School Population

SUMMARY OF PER PUPIL COSTS

(Cost figures include Salaries, Fringes and Transportation)

	Per Pupil Cost	*Total Budget Amount
Speech and Language	$ 909.00	$251,953.00
School-Age Parent	$1,753.00	$ 12,272.00
Learning Disabilities	$1,811.00	$606,956.00
Emotionally Disturbed	$2,396.00	$210,910.00
Educable Mentally Retarded	$2,425.00	$477,831.00
Early Childhood-EEN	$2,585.00	$ 74,992.00
Multi-Handicapped	$9,560.00	$105,166.00

*Estimated for 1980-1981 School Year

FULL TIME EQUIVALENCY (FTE)

During the 1979-1980 school year, the district made the first attempt at figuring FTE's for all students placed in a special education program. This was mandated by the Department of Public Instruction to given them information regarding each program so they could investigate an alternative funding formula. Little consistency prevailed from district to district. Consequently there is no comparative data from the Department of Public Instruction.

The individual FTE on each child reflects the amount of time that child is programmed in the special education class. (Example: .5 equals 50% of the school day in special education.) When we add all of the FTE's of a teachers class load we compute the total FTE for that teacher.

The per pupil costs computed are determined in two ways. The first column reflects the per pupil costs based on the FTE divided into the average teacher salary for that program. The second column is the total number of students that teacher works with divided into the average teachers salary for that program.

Per pupil costs were figured using an average teachers salary by program. Transportation costs were added in.

SPECIAL EDUCATION DEPARTMENT

JANESVILLE PUBLIC SCHOOLS
Analysis of Class Size
Using
Full Time Equivalency (FTE)

School	Teacher	Program	Number of Students	Total FTE's	Listed below are the number of students' assigned to the Special Education teacher for the following percentages of their instructional day.								PER PUPIL COST Cost Includes Salaries, Fringes and Transportation divided by Total No. of Teachers by Area.	
					30%	40%	50%	60%	70%	80%	90%	100%	Based on FTE	Based on Total Number of Students Served
ADAMS	Connors	L.D.	12	6.9	1	2		7		2			3141	1806
	Beeman	EC-EEN	13	6.5			13						3845	1922
	Nelson	EC-EEN	11	5.5			11						4544	2272
	Justice	EC-EEN	5	2.5			5						7990	4000
HAPPY HOLLOW ROCK	Erickson	L.D	15	8.9		3	1	5	6				2435	1445
HARRISON	Miller	EMR	6	5.0				6		5		1	5029	4191
	Wadsworth	L.D.	12	7.8			3	9					2779	1806
HILL CREST WASHINGTON	Schmitz	L.D.	9	6.4		2				7			3387	2408
WASHINGTON	Bowen	L.D.	8	5.5		1	1	1		5			3941	2709
	Waller	E.D.	8	7.4						3		5	3562	3295
	Poeppel	EMR	8	6.4						8			3929	3143
JACKSON	Beilharz	EMR	4	3.2						4			3929	3143
	Beilharz	L.D.	5	3.2		1		2		2			3386	2167
	Booth (½)	L.D.	4	2.6				3		1			4168	2709
	Bowen	EMR	8	8.0								8	3143	3143
	Koepke	EMR	9	8.5			1					8	2794	2794
	Willner	EMR	10	10.0								10	2514	2514

School	Teacher	Program	Number of Students	Total FTE's	Listed below are the number of students' assigned to the Special Education teacher for the following percentages of their instructional day.								Cost includes Salaries, Fringes and Transportation divided by Total No. of Teachers by Area.	
					30%	40%	50%	60%	70%	80%	90%	100%	Based on FTE	Based on Total Number of Students Served
JEFFERSON	Walker	L.D.	8	5.3	1			3		4			4090	2709
	Benson	L.D.	8	4.5	1	1		5		1			4817	2709
	Sharan	E.D.	6	6.0								6	4393	4393
LINCOLN	Aulabaugh	L.D.	14	10.8		1			5	3	5		2007	1548
	Hake	M-H	6	5.0			2					4	9560	9560
	Krause	M-H	5	4.5			1					4	9560	9560
	Kalweit	EMR	13	11.8						6		7	2131	1934
MADISON	Arbuthnot	EMR	10	7.4			1	1	2	5	1		3398	2514
	LeClair	L.D.	12	8.1			4	2	1	5			2676	1806
MONROE	Siegle 7/10	L.D.	12	6.1		7		2	3				2487	1264
ROOSEVELT	Palombi	EMR	12	9.8				1		9		2	2566	2095
	Jaggard	L.D.	4	2.6				3		1			8337	5419
	Bothwell	E.D.	11	9.2		1		2		2		6	2865	2396
VAN BUREN	Martin	L.D.	10	6.9		1		2	3	4			3141	2167
	Booth (½)	L.D.	5	2.2		4		1					4926	2167
WILSON	Allen	L.D.	14	10.5				3	1	10			2064	1548
	Whisler	EMR	10	7.3	1				2	7			3445	2514
EDISON	O'Leary	EMR	8	5.6					8				4490	3143
	Peer	EMR	8	4.0			8						6287	3143
	Kelley	E.D.	15	7.4	5		6		3	1			3562	1757
	Kerchoff	L.D.	18	8.0	7		9		2				2709	1204
	Wise	L.D.	13	7.7	2		3		8				2815	1667
	Schaller	L.D.	16	7.0	8		5		3				3096	1354

School	Teacher	Program	Number of Students	Total FTE's	Listed below are the number of students' assigned to the Special Education teacher for the following percentages of their instructional day.								Cost includes Salaries, Fringes and Transportation divided by Total No. of Teachers by Area	
					30%	40%	50%	60%	70%	80%	90%	100%	Based on FTE	Based on Total Number of Students Served
FRANKLIN	Evans	EMR	12	9.6						12			2619	2095
	Gabrielson	EMR	12	11.9							1	11	2113	2095
	Shober	E.D.	5	2.6	2		2						10139	5272
	Schumacher	L.D.	15	6.3	7		7						3440	1445
	Nenahlo	L.D.	14	5.2	9		5						4168	1753
MARSHALL	Kleman	EMR	9	4.1	2		7						6133	2794
	Congleton	E.D.	7	2.9	3		4						9050	3766
	Koolman	L.D.	10	4.4	3		7						4926	2167
	Cieliecz	L.D.	10	4.0	5		5						5419	2167
	Burkholder	L.D.	12	5.2	4		8						4168	1806
CRAIG	Thompson	EMR	14	6.8	2		11		1				3698	1796
	Congleton	E.D.	15	5.6	12		2					1	4707	1757
	DiStefano (6/7)	E.D.	13	7.6	4		5				1	3	3468	2027
	Jedlinski	L.D.	15	7.7	9		1				5		2815	1445
	Phillips	L.D.	16	7.4	12						2	2	2929	1354
PARKER	Brinkman	EMR	14	10.9	2			4				8	2307	1796
	Knickerbocker Keen	EMR	15	8.4	6		4		1		1	3	2993	1676
	Hedman	EMR	15	11.2	3		1		4			7	2245	1676
	Holbrook	E.D.	12	5.9	6	2			2		1	1	4468	2196
	O'Neill	L.D.	15	9.5	2		6	3			2	2	2281	1445
	Phillips	L.D.	15	8.7	1		7		7				2491	1445
	Derhammer	L.D.	16	13.2	2		2		1		1	10	1642	1354

School	Teacher	Program	Number of Students	Total FTE's	List be[illegible] are[illegible] number d[illegible]tud[illegible] a[illegible]gned[illegible] th[illegible]eci[illegible] Edu[illegible]on teache[illegible] or the following percentages of their instructi[illegible] l day.							
					30%	40%	50%	60%	70%	80%	90%	100
SPEECH AND LANGUAGE	Long	S/L	29	1.36								
	Brunner	S/L	31	1.61								
	Wootton	S/L	29	8.70								
	Mooney	S/L	29	1.24								
	Miller	S/L	20	.95								
	Myers	S/L	31	1.26								
	Saltzman	S/L	32	1.29								
	Dixon	S/L	13	4.50								
	Cullen	S/L	22	2.24								
	Hilliker	S/L	18	2.05								
	Pierson	S/L	23	.92								

EXCEPTIONAL EDUCATIONAL NEEDS

JANESVILLE PUBLIC SCHOOLS

Total FTE's generated in individual schools.

School	FTE's	Programs
Adams	31.22	LD, EC-EEN, Speech
Happy Hollow	4.1	LD
Harrison	13.8	LD, EMR, Speech
Hill Crest	1.0	LD
Jackson	34.11	LD, EMR, Speech
Jefferson	16.25	LD, ED, Speech
Lincoln	37.20	LD, EMR, M-H, Speech
Madison	16.1[illegible]	LD, EMR, Speech
Monroe	6.7	LD, Speech
Rock	5.2	LD, Speech
Roosevelt	22.52	LD, EMR, ED, Speech
Van Buren	9.7	LD, Speech
Washington	26.14	LD, EMR, ED, Speech
Wilson	19.16	LD, EMR, Speech
Edison	39.80	LD, EMR, ED, Speech
Franklin	35.70	LD, EMR, ED, Speech
Marshall	21.70	LD, EMR, ED, Speech
Craig	36.22	LD, EMR, ED, Speech
Parker	66.30	LD, EMR, ED, Speech

TOTALS:	FTE'S	STUDENTS SERVED	AVERAGE DISTRICT FTE
	442.92	939	.471 with Speech and Language
	413.30	658	.628 without Speech and Language

SUMMARY BY EEN PROGRAM

PROGRAM	AVERAGE FTE
Multi-Handicapped	1.00
Early Childhood - EEN	.95
Educable Mentally Retarded	.75
Emotionally Disturbed	.60
Learning Disabilities	.58
Speech and Language	.09

TABLE ABBREVIATIONS

SS Reading 1 - The standard score for Reading at the original M-Team when placement was made

SS Reading 2 - The standard score for Reading at the time of reevaluation

SS GR Reading - The standard score growth (the difference between SS Reading 2 and SS Reading 1) for Reading

SS Spelling 1 - The standard score for Spelling at the original M-Team when placement was made

SS Spelling 2 - The standard score for Spelling at the time of reevaluation

SS GR Spelling - The standard score growth (the difference between SS Spelling 2 and SS Spelling 1) for Spelling

SS Math 1 - The standard score for Math at the original M-Team when placement was made

SS Math 2 - The standard score for Math at the time of reevaluation

SS GR Math - The standard score growth (the difference between SS Math 2 and SS Math 1) for Math

DISTRICT DATA

LD

Reading

	Placed N = 255				Not Placed N = 24			
	Before	After	Diff.	%	Before	After	Diff.	%
Reading Score	3.0 (.1-8.7) SD 1.6	5.1 (1.4-8.9) SD 1.5	2.1		4.3 (.4-6.9) SD 1.7	6.0 (2.9-8.6) SD 1.6	1.7	
Standard Score	78.8 (50-110) SD 12.2	86.2 (65-114) SD 9.8	7.4	(9.4%)	88.1 (66-105) SD 9.6	93.0 (72-115) SD 9.1	4.9	(5.6%)
Percentile	13.1 (0-75) SD 14	22.1 (1-82) SD 18	9.0		25.2 (1.0-63) SD 17.1	34.6 (3-84) SD 18.1	9.4	
Reading Rate	.59 (.08-1.6) SD .19	.88 (-2-5.3) SD .68	.287	(49%)	.74 (.33-1.33) SD .23	1.01 (-.33-4.2) SD .82	.269	(36.4%)

	Before			After		
	Placed	Not Placed	Diff.	Placed	Not Placed	Diff.
Reading Score	3.0	4.3	1.3	5.1	6.0	.9
Standard Score	78.8	88.1	9.3	86.2	93.0	6.8
Percentile	13.1	25.2	12.1	22.1	34.6	12.5
Reading Rate	.59	.74	.15	.88	1.01	.13

TABLE 1

DISTRICT DATA

LD

Spelling

	Placed N = 221				Not Placed N = 58			
	Before	After	Diff.	%	Before	After	Diff.	%
Spelling Score	2.8 (.1-8.9) SD 1.27	5.1 (1.7-8.7) SD 1.2	1.2		2.9 (.1-7.0) SD 1.6	4.2 (.1-7.9 SD 1.7	1.3	
Standard Score	77.2 (50-105) SD 9.7	79.6 (38-115) SD 10.5	2.4	(3.1%)	80.4 (61-107 SD 9.4	82.1 (46-101) SD 11.0	1.7	(2.1%)
Percentile	10.1 (1-63) SD 11.5	13.1 (1-84) SD 14.9	3.2		13.4 (1-6.8) SD 13.3	16.8 (0-53) SD 13.9	3.4	
Spelling Rate	.562 (.08-1.1) SD .17	.596 (-2.2-4.7) SD .788	.034	(6%)	.578 (.059-1.4) SD .23	.613 (-2.2-2.2) SD .708	.035	(6%)

	Before			After		
	Placed	Not Placed	Diff.	Placed	Not Placed	Diff.
Spelling Score	2.8	2.9	.1	4.0	4.2	.2
Standard Score	77.2	80.4	3.2	79.6	82.1	2.5
Percentile	10.1	13.4	3.3	13.3	16.8	3.5
Spelling Rate	.562	.578	.016	.596	.613	.017

TABLE 2

DISTRICT DATA

LD

Math

	Placed N = 178				Not Placed N = 101			
	Before	After	Diff.	%	Before	After	Diff.	%
Math Score	2.8 (0-6.7) SD 1.4	4.3 (2.3-9.4) SD 1.2	1.5		3.9 (.6-9.7) SD 1.8	4.9 (1.6-9.4) SD 1.4	1.0	
Standard Score	78.6 (51-105) SD 10.1	80.9 (65-111) SD 9.3	2.3	(2.9)	87.4 (60-126) SD 12.1	86.9 (66-111) SD 9.3	-.5	(-.6%)
Percentile	11.8 (0-63) SD 12.5	14.1 (1-77) SD 14.5	2.3		25.2 (1-96) SD 22.6	22.7 (1-77) SD 17.3	-2.5	
Math Rate	.573 (0-1.5) SD .219	.632 (-.86-3.7) SD .688	.059	(10.3%)	.843 (.25-11) SD 1.04	.505 (-3.2-2.6) SD .78	-.338	(-40%)

	Before			After		
	Placed	Not Placed	Diff.	Placed	Not Placed	Diff.
Math Score	2.8	3.9	1.1	4.3	4.9	.6
Standard Score	78.6	87.4	8.8	80.9	86.9	6.0
Percentile	11.8	25.2	13.4	14.1	22.7	8.6
Math Rate	.573	.843	.270	.632	.505	1.127

TABLE 3

TABLE 4

DISTRICT DATA

LD

* IQ Summary

District Mean	V = 91.9	P = 98.5	FS = 94.4

Percentage of Total

Range	Verbal	Performance	Full Scale
0 - 79	11.8%	5.7%	3.6%
80 - 89	26.6%	14.1%	27.2%
90 - 99	27.9%	28.3%	41.2%
100 - 109	18.7%	36.1%	21.2%
110 - 119	4.6%	7.9%	5.7%
120 -----	.4%	5.0%	1.2%

* As measured by the Wechsler Intelligence Scale for Children-Revised (WISC-R)

District Data

TABLE 5

LD

Full Scale IQ as It Relates to Standard Score Growth

Full Scale IQ	Reading	Spelling	Math	Number of Students
0-80	4.7	5.1	4.4	16
81-90	6.6	2.9	1.9	80
91-100	7.9	2.4	2.0	115
101-110	6.3	-1.1	-1.8	52
111-120	9.9	4.3	.308	13
121-135	5.3	9.6	2.6	3

It should be noted that this data is for all LD students and not just those placed for a particular academic area. In the district data comparing those placed with those not placed for a particular academic area, those placed did better than those not placed in all areas.

TABLE 6

DISTRICT DATA

LD

Full-Time Equivalency (FTE)

Total Number = 279

	.0 - .3	.4 - .6	.7 - 1.0
Number by FTE	56	116	107
Percentage of Total	20.1%	41.9%	38.0%
Reading			
Standard Score Growth	5.8	8.1	6.9
Percentile Growth	8.9%	9.6%	8.5%
Spelling			
Standard Score Growth	-.04	2.8	2.9
Percentile Growth	-.59%	4.0%	4.2%
Math			
Standard Score Growth	0	2.1	1.2
Percentile Growth	-2.5%	1.3%	1.4%

District Data

TABLE 7

LD

FTE as It Relates to Standard Scores, Placement and Growth

FTE	Number of Students	SS GR Reading	Number of Students	SS GR Spelling	Number of Students	SS GR Math
0-.3						
If Placed	47	5.9	43	-.65	41	4.7
If Not Placed	9	5.3	13	7.9	15	-12.9
All Students	56	5.8	56	-.04	56	0
.4-.6						
If Placed	107	8.4	94	3.1	77	2.75
If Not Placed	9	4.5	22	2.7	39	.82
All Students	116	8.1	116	2.8	116	2.1
.7-1.0						
If Placed	101	6.9	84	3.2	74	1.2
If Not Placed	6	6.9	23	1.8	33	1.2
All Students	107	6.9	107	2.9	107	1.2

District Data

LD

Age at Placement as It Relates to Standard Scores and Growth Rate

Age	Number in Each Age	SS Reading 1 *	SS Reading 2	SS GR Reading	SS Spelling 1	SS Spelling 2	SS GR Spelling	SS Math 1	SS Math 2	SS GR Math
5-7	23	86	94	8	89	91	3	90	94	4
7-9	57	76	88	11	78	82	5	81	87	6
9-11	96	80	86	6	77	79	2	83	81	-2
11-13	62	81	86	5	77	78	1	79	80	1
13-15	24	79	84	5	75	77	2	77	82	5
15-17	15	78	86	8	75	78	3	84	85	1
18 and Above	2	90	96	6	92	81	-11	71	76	5

* Scores are rounded to nearest whole number

** Insignificant number of students upon which to draw any conclusions

It should be noted that this data is for all LD students and not just those placed for a particular academic area. In the district data comparing those placed with those not placed for a particular academic area, those placed did better than those not placed in all areas.

TABLE 8

District Data

LD

Years in Program as It Relates to Standard Scores and Growth

Years in Program	Number in Each Group	SS Reading 1	SS Reading 2	SS GR Reading	SS Spelling 1	SS Spelling 2	SS GR Spelling	SS Math 1	SS Math 2	SS GR Math
.6-1.5	78	84	90	6	82	84	2	85	87	2
1.6-2.5	63	83	89	6	79	82	3	83	83	-
2.6-3.5	53	76	85	9	76	78	2	81	81	-
3.6-4.5	43	75	84	8	74	74	-	79	79	1
4.6-5.5	17	77	83	6	72	75	3	82	83	1
5.6-6.5	13	72	83	11	74	80	6	73	80	7

It should be noted that this data is for all LD students and not just those placed for a particular academic area. In the district data comparing those placed with those not placed for a particular academic area, those placed did better than those not placed in all areas.

TABLE 9

District Data

LD

Age at Reevaluation as It Relates to Standard Scores and Growth

Age	Number in Each Age	SS Reading 1	SS Reading 2	SS GR Reading	SS Spelling 1	SS Spelling 2	SS GR Spelling	SS Math 1	SS Math 2	SS GR Math
5-7 *	1	81	113	32	79	115	36	98	97	-1
7-9	27	86	92	6	87	90	3	89	94	5
9-11	44	80	90	10	81	86	5	85	90	5
11-13	62	81	88	7	78	80	2	81	80	-1
13-15	66	79	83	4	76	75	-1	81	77	-3
15-17	50	77	85	8	74	77	3	79	83	4
18---	29	78	85	7	75	78	3	78	83	5

* Too few in category to consider the information valid

Discussion:

In Reading, Spelling, and Math, the relative similarity of initial standard scores should be noted. We seem generally to be working with students having a standard score of about 80, which is more than one standard deviation below the mean.

In Reading, the students seem to show the most growth if they are now between 9 and 11 years of age, although there is another leap at the 15-17 year age level. The 13-15 year age group seems to show the least growth.

In Spelling, we again see that there is a dip in our LD students' growth rates. It again increases above age 15. The standard scores show a definite pattern of reduction as the students get older at both the preprogram and present program measuring points, although that reduction is increasing as the students pass through the high school years.

The Math Standard Scores at original M-Team show a definite reduction as the students get older. Again we find that their present standard scores are lowest at the 13-15 year age level and increase as the students get into high school. Besides having the lowest standard scores, that age group, along with the 11-13 year olds, also reflects the period of lowest standard score growth.

It should be noted that this data is for all LD students whether they have been placed for the specific academic area or not.

TABLE 10

Building Data

LD

Math

1 School	2 FTE	3 IQ	4 Rate Difference	5 Standard Score Difference	6 Percentile Difference
2	.65	95	.938	9.4	16.9
5	.77	101	.467	7.1	10.7
1	.58	100	.445	5.6	4.7
4	.61	95.5	.312	7.8	10.8
3	.64	96.9	.155	6.3	11.8
7	.51	86.7	.117	-3.2	-3.0
8	.65	87.9	.044	-3.0	-3.7
6	.68	98.2	-.026	.818	1.7
10	.70	93.2	-.083	-1.2	-2.1
15	.49	93.5	-.119	6.5	8.8
13	.40	94.8	-.177	.875	-2.1
9	.61	99.6	-.206	-5.1	-12.2
16	.68	93.1	-.241	3.2	3.3
12	.48	95.3	-.335	-3.2	-5.9
14	.43	91.7	-.521	-4.9	-10.8
11	.75	95.2	-.881	4.6	5.2

1 - Random assigned numbers by building.
2 - Full-time equivalency (amount of time in LD program)
3 - Mean Full Scale IQ by building
4 - The difference between the Reading Growth Rates since placement and before placement
5 - The difference between the Standard Scores since placement and before placement
6 - The difference between the Percentiles since placement and before placement.

TABLE 11

Building Data

LD

Spelling

1 School	2 FTE	3 IQ	4 Rate Difference	5 Standard Score Difference	6 Percentile Difference
11	.75	95.2	.783	10.0	15.0
7	.51	86.7	.666	7.5	11.0
10	.70	93.2	.604	7.1	9.8
2	.65	95	.452	7.0	8.9
9	.61	99.6	.275	3.1	4.4
1	.58	100	.253	.8	7.2
5	.77	101	.198	3.7	6.5
4	.61	95.5	.104	.20	3.4
8	.65	87.9	.059	3.3	7.6
3	.64	96.9	.043	1.8	1.0
15	.49	93.5	-.114	4.6	4.9
16	.68	93.1	-.116	2.6	1.9
6	.68	98.2	-.159	-.6	-.3
14	.43	91.7	-.177	.89	-.2
13	.40	94.8	-.266	-1.3	-3.2
12	.48	95.3	-.347	-1.7	-1.4

1 - Random assigned numbers by building
2 - Full-time equivalency (amount of time in LD program)
3 - Mean Full Scale IQ by building
4 - The difference between the Reading Growth Rates since placement and before placement
5 - The difference between the Standard Scores since placement and before placement
6 - The difference between the Percentiles since placement and before placement

TABLE 12

Building Data

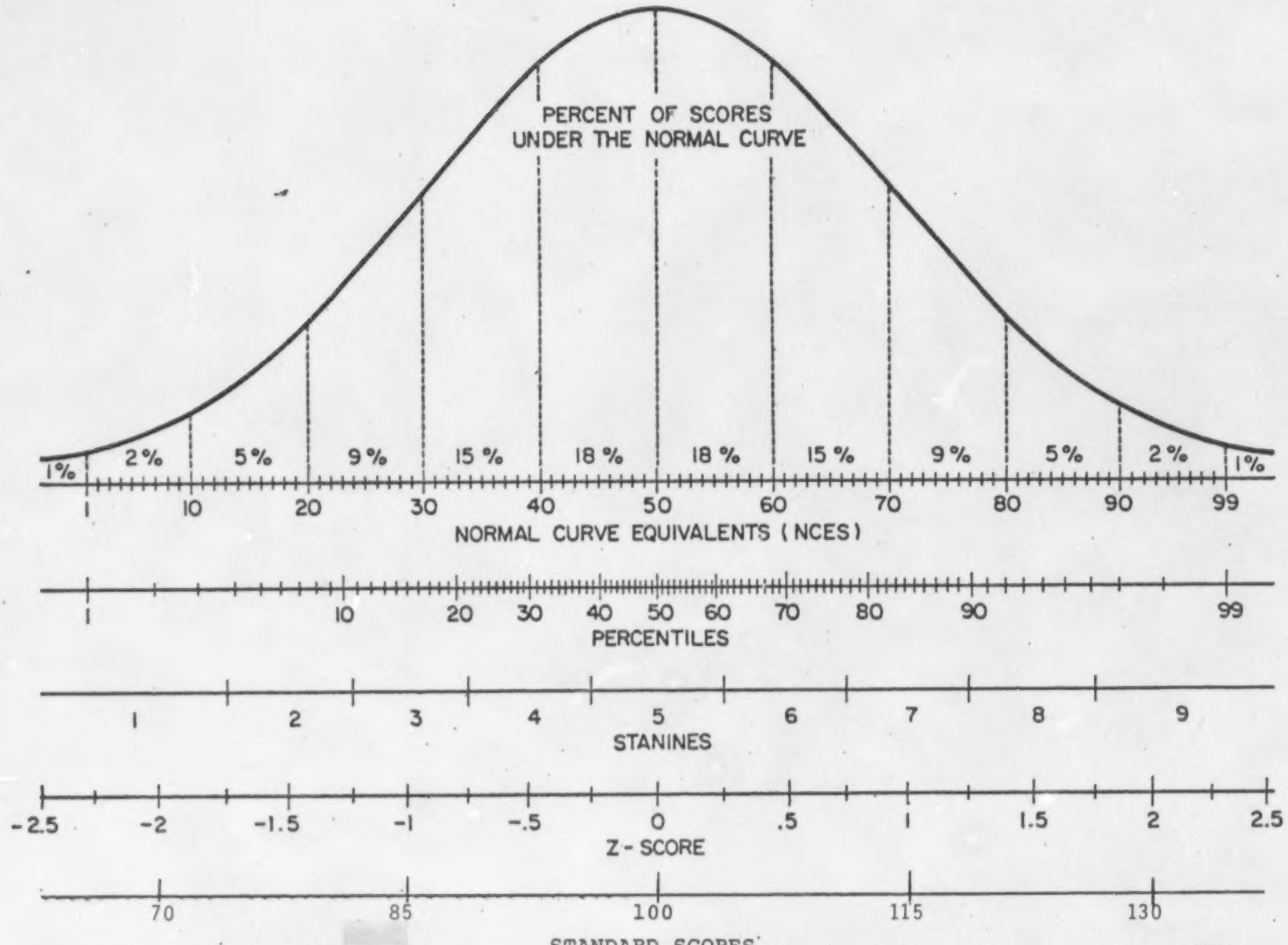
LD

Reading

1 School	2 FTE	3 IQ	4 Rate Difference	5 Standard Score Difference	6 Percentile Difference
2	.65	95	1.100	15.5	30.8
4	.61	95.5	.786	11.0	12.2
11	.75	95.2	.701	12.6	21.0
5	.77	101	.563	12.4	20.4
10	.70	93.2	.538	6.9	7.4
1	.58	100	.483	10.6	16.6
3	.64	96.9	.463	14.3	18.3
7	.52	86.7	.375	4.7	7.8
9	.61	99.6	.286	4.1	4.6
14	.43	91.7	.209	5.5	5.3
16	.68	93.1	.139	7.4	7.2
15	.49	93.5	.131	6.1	8.6
8	.65	87.9	.112	1.3	1.4
12	.48	95.3	.109	4.5	5.1
13	.40	94.8	.070	5.2	4.9
6	.68	98.2	.068	5.2	4.6

1 - Random assigned numbers by building
2 - Full-time equivalency (amount of time in LD program)
3 - Mean Full Sclae IQ by building
4 - The difference between the Reading Growth Rates since placment and before placement
5 - The difference between the Standard Scores since placement and before placement
6 - The difference between the Percentile since placement and before placement

TABLE 13


PERCENT OF SCORES
UNDER THE NORMAL CURVE
1%
2%
5%
9%
15%
18%
18%
15%
9%
5%
2%
1%
1
10
20
30
40
50
60
70
80
90
99
NORMAL CURVE EQUIVALENTS (NCES)
1
10
20
30
40
50
60
70
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90
99
PERCENTILES
1
2
3
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6
7
8
9
STANINES
-2.5
-2
-1.5
-1
-.5
0
.5
1
1.5
2
2.5
Z-SCORE
70
85
100
115
130
STANDARD SCORES

Standard Scores

Grade level scores are easily understandable. A child with a grade level score of 5.7 is working on the seventh month of school in the fifth grade. When dealing with growth it would seem natural to be able to say that a child who gained a years growth who started at the 5.7 grade level would now be working at the 6.7 level. For most instances that is a completely logical and adequate assumption. The only problem with it in terms of our study is that, according to the authors of the Wide Range Achievement Test, researchers and statisticians, months and years are suitable measures for time, but their relationship to performance is not arithmetical. The often heard statement that "there has been three months growth" is not an accurate representation of how learning takes place.

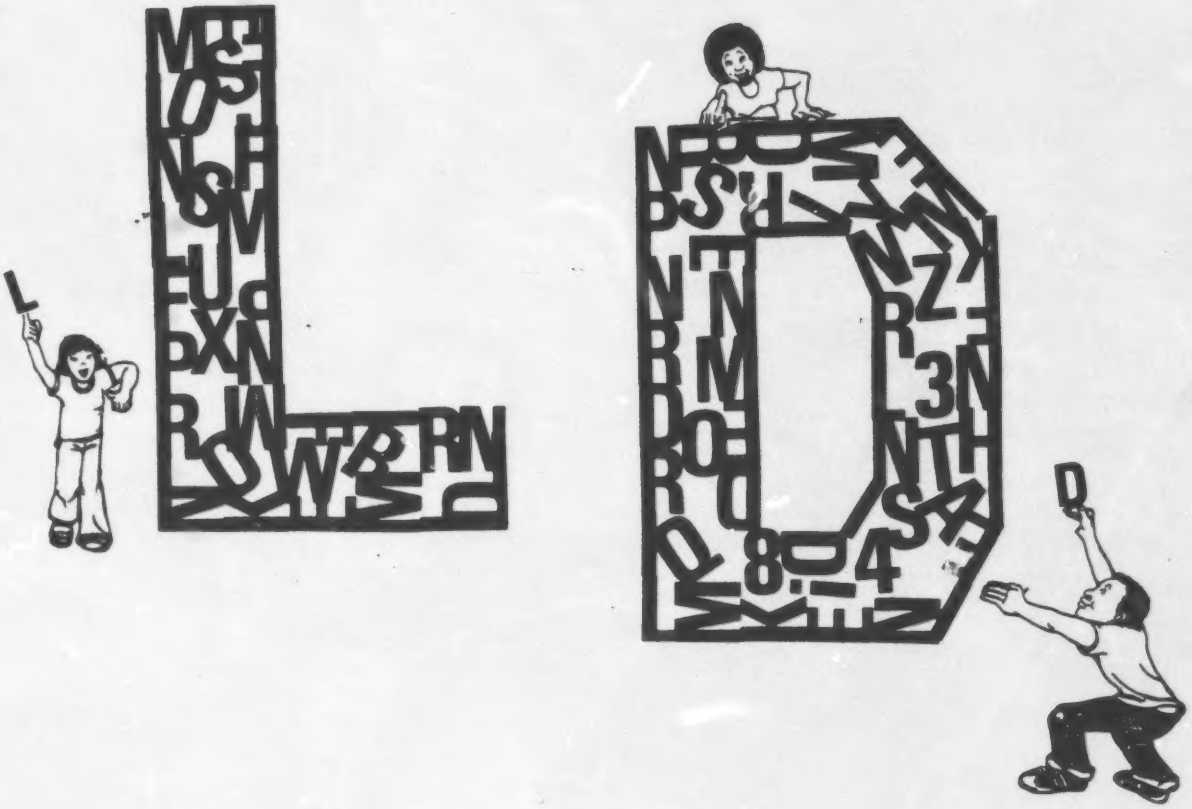
Percentile is another easily understood concept. At the 50th percentile, the student is working at a level above half of his or her age mates. When we look at the preceding graph, however, we see that a percentile growth from zero to ten covers a lot more ground than does a percentile growth from forty to fifty. In addition, percentiles can not be accurately subjected to statistical analysis.

That leaves us with standard scores. Based on standard deviations, they are the only scores acceptable for mathematical computation and comparison. The standard score basically shows whether the test score is average, above or below average for any particular age level. For the Wide Range Achievement Test, the middle two-thirds of the students have standard scores between eighty five and one hundred fifteen while only fifteen percent have standard scores below eighty five.

Basically, the standard score for any given student should remain the same (although there is a phenomenon known as "regression to the mean" which at this point would only confuse the issue). A child with a standard score of, say, ninety needs to continue learning at approximately the same pace her or she has in the past in order to maintain that standard score of ninety. If he or she has a good year and learns more in comparison with other students of the same age, then the standard score will increase. If, on the other hand, the student slows down on their learning rate, other students will be expected to catch up and the standard score will go down.

A standard score that stays the same then means that the student is holding their own in comparison with their age mates. A positive standard score growth means that the student is learning faster than other students his or her age. A negative standard score growth means the student learned slower than his or her age mates, and, in essence, lost ground in comparison with other students.

1864



PROGRESS REPORT

June 1982

Special Education

Janesville Public Schools

EC 151091

PROGRAM EVALUATION

LEARNING DISABILITIES

SCHOOL DISTRICT OF JANESVILLE
Janesville, Wisconsin

1981-1982

Authored by
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Acknowledgements

We wish to acknowledge C.E.S.A. 15 for sharing the regular education, special education, and administrative staff surveys upon which our surveys were based. We also wish to express our thanks to Mary Peterson and Miki Swenson for typing this report and helping with the tabulations necessary for the compilation of this data.

LEARNING DISABILITIES PROGRAM EVALUATION - 1981-1982 SCHOOL YEAR

INTRODUCTION

The Learning Disability Program began in Janesville during the 1971-1972 school year. The program served sixteen students with two fully certified instructors. Total cost for the first year of operation was a little over $27,000. Growth continued through the next ten years. During the 1981-1982 school year the program served approximately 360 students with approximately 27 certified instructors at a cost of over $600,000. It was this tremendous growth that prompted the undertaking of the program evaluation contained in this document.

BACKGROUND

During the 1980-1981 school year, the Special Education administrative staff reviewed the available literature and conferred with University and Department of Public Instruction special education and evaluation experts. Finding minimal practical advice and/or useful guidelines, we developed our program evaluation model. That model consisted of a review of all existing data on every L.D. student, testing each L.D. student with the Wide Range Achievement Test in April of 1981, asking the parents of each L.D. student to complete a survey, and having each L.D. student complete the Piers-Harris Self Concept Scale.

As a brief summary of last year's report, we can say that the L.D. students achieved better than their expected growth in reading, spelling, and math, and that they had an average self concept. We can also say that the L.D. program had the full support of the parents of the L.D. students. The recommendations generated from that evaluation were that we should: refine the data to look at individual building results, address the lower growth figures for the junior high population, try to improve the programming and growth for the L.D. students in the spelling and math programs, and continue the evaluation.

It should be noted that the program evaluation model we designed and the results of the Janesville L.D. Program Evaluation were shared with each building in the Janesville school system in terms of their individual building results. We have made presentations at the Eau Claire school district and the Oshkosh special education conference and have been invited to the Wisconsin Council for Exceptional Children conference to be held in La Crosse during October. We have also authored an article which has been submitted to the Learning Disability Quarterly professional journal.

DESIGN

During the 1981-82 school year, we continued the L.D. program evaluation. This year's design consisted of a continuation of the Wide Range Achievement Test information gathered in April, and a survey of all

district administrators, one-third of the regular education staff, and all special education teachers.

NOTES

In order to put the findings of this evaluation in perspective, it is necessary to first discuss "normal" performance in the district and on this test. From the district's S.T.S. testing, it can be seen that the percentile ranks of the students in the district tend to decline after fifth grade. One might expect the learning disability population to follow that pattern.

The reader of this document will notice that the achievement test results are reported in standard scores rather than grade level scores or percentile scores. This is because standard scores are the only scores which can be mathematically manipulated. In order to give the reader a grasp of the concept, it should be understood that a completely average standard score is a score of 100 which would normally be the 50th percentile. It should also be remembered that the standard score for any individual student is expected to remain constant if normal growth is taking place.

When reviewing these findings it should also be remembered that some students were not included in the data analyses. The major exclusions were those students who had been in the L.D. program for less than one year, those students for whom incomplete data was the only data available, and those students who have been mainstreamed out of the L.D. program. Those students who are listed as "not placed" are identified L.D. students in some academic area, but who, because of their performance are not presently placed for either reading or spelling or math or some combination of those three areas.

FINDINGS - ACADEMIC

As can be seen in Appendix A , the average I.Q. of the L.D. students is about 94. This is within the normal range. The average length of time an L.D. student has spent in the program is three years. The average standard score in reading, spelling and math when they were first placed in the L.D. program was about 79. This means that they were achieving significantly below their potential when they were first identified. As this is a major characteristic of an L.D. student, we can be assured that the students identified as L.D. in the Janesville Public School system, are truly learning disabled. Looking at the April 1982 standard scores for reading, spelling, and math, we can see that the students can still be considered truly learning disabled. The third set of figures for standard score growth for reading, spelling, and math, indicates that, again, the L.D. students receiving L.D. services for reading, spelling, and math are learning at rates significantly higher than we would anticipate based on their past achievement history. Looking at the standard score growth scores for reading, spelling, and math, we see that the students show more growth for reading than they do for either spelling or math, although the spelling score growth has increased from last year. Looking at the growth rates for the elementary, junior and senior high school levels, we see that the students at the junior high

level show less growth than do those in the elementary and senior levels, except for the area of spelling. It should be noted that the junior high levels for reading, spelling and math are higher than they were last year. This hopefully reflects our recent emphasis on the junior high school programming.

Figures 1-4 reflect the standard score differences between the April 1981 and April 1982 Wide Range Achievement Test scores comparing those L.D. students who were placed and those L.D. students who were not placed in reading, spelling, or math.

There is a wide standard score discrepency between those receiving L.D. services for that particular academic area and those L.D. students not receiving services for those particular areas. That discrepency is interpreted to mean that we are doing a reasonably good job of providing services in specific academic areas to those L.D. students in most need of services in those academic areas. Figure 4 most vividly shows the achievement growth differences between those L.D. students placed and those L.D. students not placed in the specific academic areas. The assumption of the standard score is that it remains steady throughout the course of the student's academic career, and is reflected on this graph as a constant zero. It is easily seen that the growth for the students placed in reading, spelling, and/or math achieved at rates higher than would be expected. It is also easy to see that those students not placed for reading, spelling and/or math lost ground in their academic achievement levels.

FINDINGS - OPINION

Another entirely different aspect of the L.D. program and evaluation had to do with the surveys sent to all the administrators and special education teachers as well as one-third of the regular education teaching staff.

In brief, the analysis of those surveys generated the following ten findings:

1. Few regular education teachers have had much involvement with the M-Team process. Administrators and special education teachers, on the other hand, have had very much to do with it.
2. Special education teachers do almost all of the IEP development and planning for mainstreaming.
3. Sixty percent of the teaching staff believe they could and/or should do a better job of making instructional adaptations for the learning disabled students.
4. Sixty-three percent of the teaching staff believe that too little attention has been given to inservice relating to L.D.
5. About 75% of the staff believed that Special Education allows L.D. children to make more academic progress than they would in regular education.
6. About 95% of the staff are satisfied with the M-Team and IEP processes.
7. About 87% of the staff are satisfied with the mainstreaming efforts.

8. Half of the teachers and three fourths of the administrators believe that a high priority of the L.D. program should be to return the children to the regular classroom as soon as possible. About half the staff believes the return rate to be about right.
9. About 92% of the staff are satisfied with the overall operation of the L.D. program.
10. About 60% of the secondary teaching staff believe that more emphasis should be placed on career and vocational education.
11. About 92% of the teaching staff believe the L.D. program is effective in meeting the affective needs of the L.D. students.

SUMMARY

In summary, then, it can be stated that:

1. Those students who were identified as learning disabled, were truly learning disabled.
2. Those L.D. students receiving L.D. help for reading, spelling, or math, were those students most in need of those programs.
3. The L.D. students continued to show more academic growth than expected based on their previous academic history.
4. The L.D. program was more successful at teaching reading than either spelling or math.
5. There was still a problem with the junior high achievement levels.
6. The Janesville Public School administrative, regular education, and special education staff believed that the L.D. program produces increased academic levels and meets the affective needs of the L.D. students.
7. The secondary staff believed that there should be an increased emphasis on career/vocational education.
8. There should be an increase in the inservice efforts, especially as they relate to instructional adaptations for learning disabled students.

RECOMMENDATIONS

Based on the above, the following recommendations are made:

1. All of the achievement and survey information should be analyzed by building, to better tailor the inservice and performance objective efforts.

2. The special education administrative and teaching staff should continue to analyze and concentrate their programming efforts at increasing the performance of the junior high school L.D. program.

3. There should be a continuation of the efforts to improve the spelling and math programs.

4. There should be a continuation of the efforts to improve the opportunities for career/vocational education at the secondary level.

5. The special education administrative staff and the Learning Disability teachers should make an attempt to increase their inservice efforts for the regular education staff, especially relating to instructional adaptations for L.D. students.

APPENDIX A

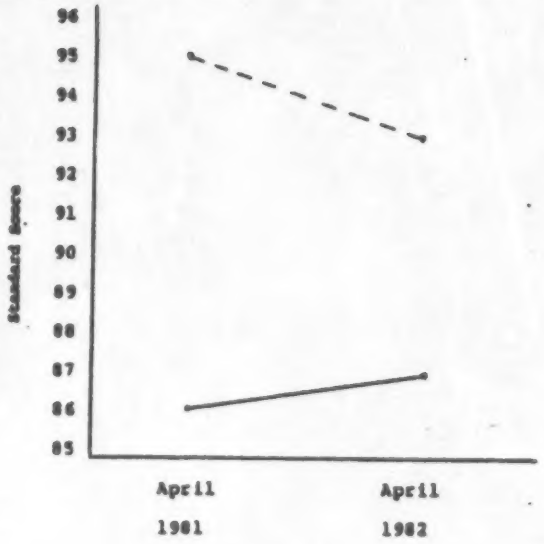
Averages for LD students receiving LD services in Reading, Spelling and/or Math

	Elementary	Junior High	Senior High	Total
Full Scale I.Q.	94.3	94.7	93.5	94.3
Years in LD	2.3	3.4	4.0	3.0
Reading				
Standard score at entrance	79.7	80.3	78.5	79.6
Standard score in April	87.0	83.4	86.9	85.7
Standard score growth	7.3	3.1	8.4	6.1
Number of students	110	91	59	260
Spelling				
Standard score at entrance	83.4	74.9	74.8	78.7
Standard score in April	85.5	77.4	79.4	81.5
Standard score growth	2.1	2.5	4.6	2.8
Number of students	115	82	56	253
Math				
Standard score at entrance	83.1	77	76.3	79.5
Standard score in April	83.4	75.3	83.1	80.5
Standard score growth	.3	-1.7	6.8	1.0
Number of students	72	58	37	167

Figure 1

1981-82

READING



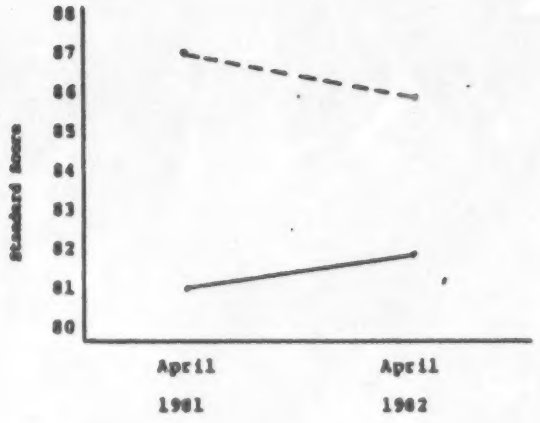
LEGEND: - - - - - - Not placed in LD for subject

_____ Placed in LD for subject

Figure 2

1981-82

SPELLING



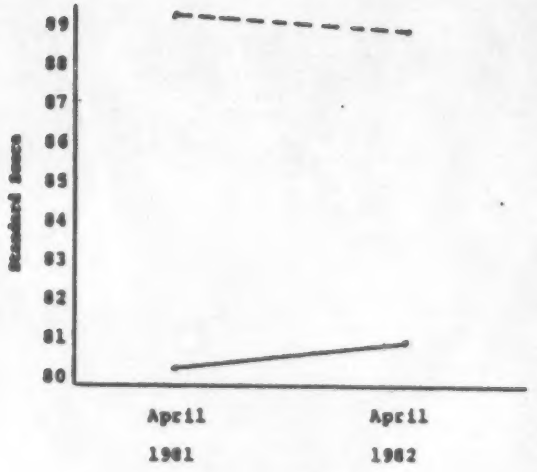
LEGEND: - - - - - - Not placed in LD for subject

_____ Placed in LD for subject

Figure 3

1981-82

MATH



LEGEND: - - - - - - Not placed in LD for subject

_____ Placed in LD for subject

Figure 4

1981-82 STANDARD SCORE GROWTH